

# 2022 Annual Report

## Taverners Hill Infants School



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# Introduction

The Annual Report for 2022 is provided to the community of Taverners Hill Infants School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Taverners Hill Infants School

Elswick St

Petersham, 2049

<https://tavernersh-p.schools.nsw.gov.au>

[tavernersh-p.school@det.nsw.edu.au](mailto:tavernersh-p.school@det.nsw.edu.au)

9569 6396

## Message from the principal

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The start of 2022 saw us still abiding by Covid restrictions but at a reduced level from what we had experienced in the previous two years. By Term 3 we felt that we were functioning in a normal school environment allowing programs and practices that had been put on hold to return.

The return of the school musical at the end of Term 3 was excitedly embraced by the students, staff and Taverners families. We performed the musical Welcome to Our World with Leichhardt PS allowing us to use their school hall to perform our musical for the Taverners families.

We gained the Sporting Schools grant in Terms 1-3 and we were able to deliver soccer, basketball and baseball programs to our students. Our Year Two students also participated in 10 days of the School Swimming Scheme swimming lessons in Term 4 for the first time since 2019.

We saw the regular return of our fortnightly Friday afternoon assembly with our families welcome to attend. We celebrated our students with the awarding of merit certificates and our "big awards" - the Taverners Kid and Citizen of the Week awards. We acknowledged our students birthdays and one class per fortnight delivered an item related to class learning. One student from each class acted as the hosts of the assembly.

It was fabulous to again invite our grandparents and special friends to the school for our Book Week assembly and morning tea to celebrate these important people in the children's lives. Each class presented an item based on one of the short listed books. The children also entertained our audience singing songs they had learnt in whole school singing. After the assembly our grandparents and special friends joined us for morning tea, toured our classrooms and had the opportunity to donate books on behalf of their children to our school library.

We welcomed our 2023 Kindergarten students and their parents for our Kindergarten transition sessions in Term 4. This allowed the children and their families to familiarise themselves with the school, the current students and the teachers before they commence in February 2023.

We celebrated our Year Two students and their families at our Year Two Graduation ceremony on the last day of Term 4. At Taverners we never say farewell but adieu! As "Once a Taverners student or family always a Taverners student or family"

As a Teaching Principal I could not successfully operate a school without a dedicated and collaborative staff. I wish to greatly acknowledge John Gauci, Maria Scuderi, Penny Sootho, Jodie Dunk, Carmen Stuhne, Marnie Fairlie, Pepe Hones and Suzy Owens for all they do in and out of the classroom to give the Taverners children the best education and school experience possible. I also wish to acknowledge Eliza Swann our before and after school co-ordinator (also an ex student) who provides exemplary care to our children outside school hours.

We look forward to a regular school year in 2023 with lots of experiences, learning and enjoyment for the entire Taverners community.



Whole School Assembly Award Winners

## School vision

At Taverners Hill Infants School our vision is to foster enthusiasm for learning whilst challenging and supporting each young student to maximise their individual potential.

Teachers and parents work in partnership to maintain high expectations in an inclusive, respectful and nurturing environment where every student is known, valued and cared for.

## School context

Taverners Hill Infants School is a small Kindergarten-Year Two school located in the inner west suburb of Petersham, 8km from the Sydney CBD. Two of our students identify as Aboriginal background. Our families come from a variety of cultural backgrounds. The majority of our students come from a high socio economic background.

Taverners Hill has an inclusive family orientated atmosphere and a strong sense of community. The school fosters a culture of high expectations and high levels of community engagement. Staff and parents work in partnership to meet the needs of all our students.

In 2021 we have utilised equity funding and other school funds to establish three classes across the school to better support our students in small targeted groups.

Through our thorough situational analysis, we have identified the need to build the capacity of all staff in collecting, analysing, interpreting and using data to drive teaching and learning and to evaluate school performance. We will ensure valid and measurable assessment strategies and processes are in use throughout the school. Continual monitoring of student performance data will determine areas of need and success at a class and school level.

The school is committed to delivering quality professional learning to all staff. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data use, consistency in teacher judgement and quality teaching practices to support individualised and differentiated learning.



PBL Rewards - Games afternoon

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data skills and use
- Assessment strategies
- Attendance

### Resources allocated to this strategic direction

**Socio-economic background:** \$949.88

**Aboriginal background:** \$1,915.67

**Low level adjustment for disability:** \$16,682.01

**Literacy and numeracy intervention:** \$36,200.12

**Literacy and numeracy:** \$4,780.06

**English language proficiency:** \$2,400.00

### Summary of progress

#### Data Skills

- Principal and class teachers engaged in the CSUS project in 2022. Our focus was the collection and analysis of Plan 2 data in Quantifying numbers. This enabled teachers to develop their skills in the use of PLAN 2 software and the greater understanding of numeracy learning progressions.
- We continued our Infants schools collaboration with Australia St and Yeo Park Infants Schools with our 5 weekly collection and analysis of reading level data across the schools.

#### Assessment Strategies

- In 2022 we used our existing assessment strategies but incorporated other assessments into our schedule.
- We assessed the students with the Department of Education iFSR Number and place value assessment tool.
- Year One participated in the Year 1 phonics screening and were assessed using the Phonics diagnostic assessment

#### Attendance

- The school regularly monitored student attendance. Irregular attendance patterns and regular late arrivals were discussed with parents by class teachers.
- Continued restrictions due to Covid did impact the attendance of our students.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>NAPLAN Value - Add K-3</b>  Value Add is trending towards Sustaining and Growing	Value add K-3 data was unavailable in 2022.
<b>Progressions</b> • 80% Kindergarten students will achieve within the expected end of year progression for Understanding texts (6), Phonemic knowledge and word	<ul style="list-style-type: none"><li>• 71% (5 out of 7) Kindergarten students achieved all of the end of year benchmarks in Quantifying numbers.</li><li>• 100% of students achieved 4 out of the 6 sub elements of end of year benchmarks of Quantifying numbers.</li><li>• 86% (6 out of 7) Kindergarten students achieved all of the end of year</li></ul>

<p>recognition (5), Quantifying numbers (6) and Additive strategies (2)</p> <ul style="list-style-type: none"> <li>• 85% of Year 1 and Year 2 students meet expected growth in Literacy and Numeracy using the literacy and numeracy progressions PLAN2 data and syllabus indicators.</li> <li>• 75% Year 1 and Year 2 students exceed expected growth in Literacy and Numeracy using the literacy and numeracy progressions PLAN2 data and syllabus indicators.</li> </ul>	<p>benchmarks for Understanding texts and Phonemic knowledge and word recognition</p> <ul style="list-style-type: none"> <li>• 78% (14 out of 18) of Year One and Year Two students met the expected growth in numeracy as measured against PLAN 2 data and syllabus indicators.</li> <li>• 83% (15 out of 18) of Year One and Year Two students met the expected growth in literacy as measured against PLAN 2 data and syllabus indicators.</li> </ul>
<p><b>Reading Levels</b></p> <ul style="list-style-type: none"> <li>• 75% of Kindergarten students at or beyond expected level</li> <li>• 80% of Year 1 students at or beyond expected level</li> <li>• Maintain 100% of Year 2 students at or beyond expected level</li> </ul>	<p><b>Kindergarten</b></p> <p>100% of students achieved expected Levels 7 - 10</p> <p>43% of students achieved Level 11 or above</p> <p><b>Year 1</b></p> <p>82% of students achieved expected Levels 15 - 18</p> <p>54.5% of students achieved Level 19 or above</p> <p><b>Year 2</b></p> <p>100% of students achieved expected Levels 21- 24</p> <p>86% (6 out of 7 students) achieved Level 30</p>
<p><b>Attendance</b></p> <p>Increase the proportion of students attending greater than 90% of the time to be at the system negotiated lower bound target of 94.20%</p>	<p>Attendance data in 2022 reflected the continuing impacts of Covid on the school community. Students who tested positive during the year isolated at home following state isolation guidelines. Our families also followed requests to keep their children at home if they were unwell to ensure the health and safety of other students and staff.</p> <p>We saw some families request extended leave during the school term for their child to reconnect with family internationally after a long period of being unable to travel due to border closures.</p>

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional Learning
- Learning Progressions

### Resources allocated to this strategic direction

**Professional learning:** \$5,631.12

### Summary of progress

#### Professional Learning

- A large focus of our professional learning in 2022 was the new English K-2 and Maths K-2 syllabuses that are due to be implemented in 2023.
- Our involvement in the CSUS project developed our skills in the use of PLAN 2, learning progressions and data analysis.

#### Learning Progressions

- Teachers developed their understanding of learning progressions through their a focus on Quantifying numbers in the numeracy domain as part of the CSUS project.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Professional Standards</b>  All teachers demonstrate evidence to substantiate a PDP goal linked to an element of Standard 3 of the Australian Professional Standards for Teachers	<ul style="list-style-type: none"><li>• All teachers demonstrated evidence against Standard 3 - planning and implementing effective teaching and learning through their class programs, observations and student assessment data.</li><li>• Regular discussion, professional learning and collaborative practice amongst our teachers and our other infants school colleagues allowed teacher growth in effective teaching and learning</li></ul>
<b>PLAN 2</b>  All students K-2 are tracked against Numeracy Domain learning progressions with emphasis on sub elements Quantifying numbers and Additive strategies in student assessment	<ul style="list-style-type: none"><li>• All students K-2 were tracked against Quantifying numbers in the numeracy domain. We assessed all students using the ifSR number and place value assessment to ascertain an initial benchmark for each student, to allow teachers to work from that point to track the students for the remainder of the year.</li><li>• Some teachers tracked their students in the sub element of Additive strategies during the year.</li></ul>
<b>Reporting to parents</b>  Student progress reports meet criteria to achieve Sustaining and Growing against the School Excellence Framework in the learning domain	<ul style="list-style-type: none"><li>• Our current student progress reports indicate individual student progress towards syllabus indicators and the teacher comments in semester reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals. In formal parent teacher interviews at the end of Semester One teachers inform parents of the next steps in their child's learning. Throughout the year teachers communicate areas of focus for individual student learning in less formal discussions with parents.</li><li>• Our 2022 student progress reports remained aligned to current syllabus outcomes with review to commence for Semester One 2023 reports in early 2023.</li></ul>
<b>Collaborative practice</b>	<ul style="list-style-type: none"><li>• The Taverners teachers worked together in formal and mostly in informal</li></ul>

<p>Collaborative practice and feedback is maintained at Sustaining and Growing against the School Excellence Framework.</p>	<p>ways to collaboratively plan for learning and share teaching ideas and strategies. We engaged in regular discussion to address students with additional learning needs, suggesting successful strategies and programs used by other teachers.</p> <ul style="list-style-type: none"> <li>• We also engaged with Australia St and Yeo Park Infants Schools to extend our collaborative practice. Grade level teachers across the three schools met during the year to share ideas, strategies and class programs in literacy with a particular focus in reading.</li> </ul>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$40,672.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Taverners Hill Infants School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an SLSO to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Integrated students were</p> <ul style="list-style-type: none"> <li>- successfully supported to access curriculum in a mainstream classroom</li> <li>- able to work one on one with SLSO to support individual learning needs</li> <li>- supported to engage in playground activities with other students</li> <li>- able to develop language and communication skills with peers and teachers</li> <li>- assisted with hygiene and safety needs</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to review end of year assessments to determine the specific needs of each student to assist in effective and productive timetabling of the SLSO across the classrooms</li> <li>- ensure SLSO staffing consistency to assist student class transitions</li> </ul>
<p>Socio-economic background</p> <p>\$949.88</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Taverners Hill Infants School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Small class structures to give additional class teacher support to students in need.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- greater individual support within the classroom from class teachers for students at risk of educational disadvantage due to socio economic circumstances</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>To allow additional in class learning support for students at risk of educational disadvantage</p>
<p>Aboriginal background</p> <p>\$1,915.67</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Taverners Hill Infants School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Aboriginal background</p> <p>\$1,915.67</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>Establishment of three small classes to enable class teachers to provide additional support to students of Aboriginal background within their class.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Due to the small class sizes the individual learning needs of students of Aboriginal background were able to be addressed more specifically by the classroom teacher.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 the funding for Aboriginal background will be utilised to provide additional support within the classroom for students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Taverners Hill Infants School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Data skills and use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>The establishment of three small classes to enable class teachers to provide additional support to students at the different phases of English language learning within their class setting.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The formation of classes of between 8 - 11 students allowed class teachers to give additional in class support to students and their English language learning. Writing with a focus on grammar, vocabulary and text structure were the main areas class teachers targeted with their students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 we will use to funding to increase support teacher time to work with our students to develop their English language proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$16,682.01</p>	<p>Low level adjustment for disability equity loading provides support for students at Taverners Hill Infants School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Data skills and use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>In 2022 we established three classes of between 8 - 11 students. It was our belief that small classes would be beneficial to all students but particularly those students requiring additional support in their learning allowing class teachers more time to work individually with students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were supported within their classroom environment by the class teacher. Due to very small class groupings the class teacher was able to give students additional individual support in their learning. Students demonstrated growth in their literacy and numeracy skills and individual learning programs were delivered with some students to develop specific skills and understandings.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 the funding will be combined with other equity funding to increase the Learning Support teacher time allocation.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$5,631.12</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Taverners Hill Infants School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning</li> <li>• Learning Progressions</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Class teachers participate in online PLAN 2 professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The professional learning developed teacher skills in using the Plan 2 software. Our involvement in the CSUS project in Semester 2 of 2022 focussed the teachers using PLAN 2 for student assessment in numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Class teachers will use PLAN 2 to record student learning progress against the learning progressions as part of their regular teaching cycle.</p>
<p>Literacy and numeracy</p> <p>\$4,780.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Taverners Hill Infants School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• In 2022 we established three small classes of between 8 - 11 students. We felt that this would enable the class teachers to provide all students in their class with additional individual focus to cater for their learning needs in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students were supported in their literacy and numeracy learning needs within the classroom setting with their class teacher. Student assessment data indicates that we have met our progress measure targets for 2022 in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 this funding will be utilised to increase our Learning Support teacher time enabling the teacher to work within the classroom alongside the classroom teacher to support students literacy and numeracy.</p>
<p>QTSS release</p> <p>\$5,171.45</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Taverners Hill Infants School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Teaching principal provided with additional release time to focus on literacy and numeracy programs and the analysis of student achievement data.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teaching principal allocated additional time to - lead readiness for curriculum reform in English and Mathematics in 2023</p>

<p>QTSS release</p> <p>\$5,171.45</p>	<p>- stocktake and evaluate current decodable readers within the school</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to successfully implement English K-2 and Mathematics K-2 within our classrooms in 2023</li> <li>- have a variety of quality decodable readers to support our students learning in reading</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$36,200.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Taverners Hill Infants School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Literacy and numeracy intervention funding was used to create a third class in the school. We were able to establish three small classes enabling the classroom teachers to dedicate additional individual time to the students in their class to support their progress in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Students demonstrated growth in their literacy and numeracy skills and individual learning programs were delivered with some students to develop specific skills and understandings. 92% (24 / 25 students) achieved the expected benchmark in reading in 2022. 80% of students achieved the expected benchmark in all quantitative number sub elements.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Our literacy and numeracy intervention funding has been discontinued from the commencement of 2023. The students will continue to be supported in their classroom and by the Learning Support teacher.</p>
<p>COVID ILSP</p> <p>\$8,970.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Support teacher employed four hours per week to provide intensive literacy and numeracy support to Stage One students individually or in pairs for 30 minute blocks over two days per week</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Six Stage One students were identified for additional support during the year in literacy and numeracy. All students demonstrated growth in their skills due to the additional support with increases of 7 - 14 reading levels over the year. Three of the five students targeted in literacy achieved their grade benchmark in reading by the end of the year. Stage One numeracy outcomes were achieved.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Students will be identified for inclusion in 2023 Covid ILSP after thorough analysis of end of year student data and discussion with class teachers as to the students identified and their learning needs.</p>



Year One art lesson

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	39	22	14	11
Girls	22	14	14	17

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.2	92.1	93.6	91.4
1	93.3	94.3	90.1	86.6
2	95.9	94.5	94.6	86.1
All Years	94.2	93.9	92.8	87.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
All Years	92.9	92.1	92.7	87.7

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19

- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Halloween mufti day

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

The forthcoming implementation of the English K-2 and Mathematics K-2 syllabuses in 2023 has made the major focus of professional learning in 2022 aligned to our teachers developing their understanding of syllabus changes and changes in how the syllabus content is taught to our students. After a few years of planning and not being able to fulfill our plans due to Covid restrictions we finally realised the professional learning collaboration between our local infants school network. Our teachers joined with their colleagues from Australia Street Infants and Yeo Park Infants to delve into the teaching of reading and how it looks in our individual classrooms. The teaching staff found the sharing of ideas, teaching practice, assessment strategies and learning programs with other teachers working in the K-2 space hugely beneficial.



Book Week Parade

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	116,060
<b>Revenue</b>	655,368
Appropriation	636,591
Sale of Goods and Services	1,513
Grants and contributions	16,294
Investment income	969
<b>Expenses</b>	-680,691
Employee related	-638,504
Operating expenses	-42,188
<b>Surplus / deficit for the year</b>	-25,324
<b>Closing Balance</b>	90,736

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



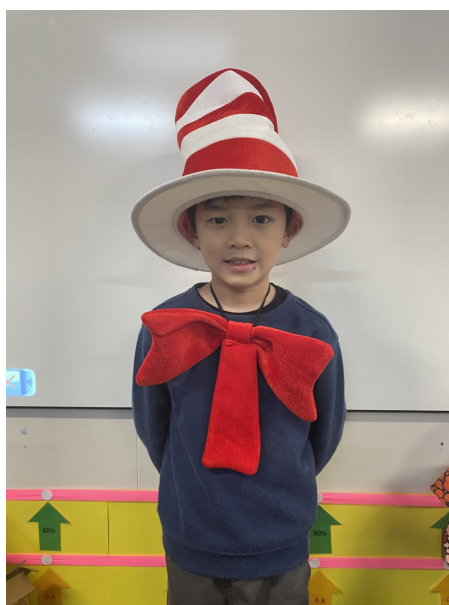
Assembly award winners

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	40,672
<b>Equity Total</b>	21,948
Equity - Aboriginal	1,916
Equity - Socio-economic	950
Equity - Language	2,400
Equity - Disability	16,682
<b>Base Total</b>	511,911
Base - Per Capita	7,075
Base - Location	0
Base - Other	504,836
<b>Other Total</b>	54,073
<b>Grand Total</b>	628,603

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



Book Week Parade

## Parent/caregiver, student, teacher satisfaction

Year Two 2022 families were surveyed late Term One 2023 to allow them to have a frame of reference with experience at another school besides Taverners Hill Infants. Families were asked to rate how they felt Taverners Hill Infants performed in the areas below. The rating were Far Above Average (FAA), Above Average (AA), Average (A), Below Average (BA), Far Below Average (FBA).

Our survey delivered the following ratings:

**How well do you think your child was supported in their learning at Taverners?**

- FAA - 6, AA - 4, A - 0, BA - 0, FBA - 0

**How well do you think your child's social and emotional wellbeing was supported at Taverners?**

- FAA - 8, AA - 2, A - 0, BA - 0, FBA - 0

**How well do you think Taverners reported your child's progress in their learning?**

- FAA - 5, AA - 3, A - 2, BA - 0, FBA - 0

**How well do you think Taverners responded to your questions or concerns?**

- FAA - 8, AA - 2, A - 0, BA - 0, FBA - 0

**How do you rate your ability to easily communicate with class teachers / other teaching staff?**

- FAA - 10, AA - 0, A - 0, BA - 0, FBA - 0

**How do you rate your ability to easily communicate with the Principal?**

- FAA - 10, AA - 0, A - 0, BA - 0, FBA - 0

**How do you rate communication from class teachers about your child's classes?**

- FAA - 7, AA - 3, A - 0, BA - 0, FBA - 0

**How do you rate the overall communication from Taverners?**

- FAA - 9, AA - 1, A - 0, BA - 0, FBA - 0

**How well do you think Taverners supports positive behaviour?**

- FAA - 7, AA - 2, A - 0, BA - 0, FBA - 0

**How well do you think Taverners supports an inclusive environment?**

- FAA - 8, AA - 2, A - 0, BA - 0, FBA - 0

**How do you rate the friendliness and approachability of Taverners staff?**

- FAA - 10, AA - 0, A - 0, BA - 0, FBA - 0

**How well do you think all the Taverners teaching staff knew and understood your child and their needs?**

- FAA - 9, AA - 0, A - 1, BA - 0, FBA - 0

**How well do you feel we prepared your child in all areas for the Years 3 - 6 stage of their schooling?**

- FAA - 8, AA - 2, A - 0, BA - 0, FBA - 0

**On reflection of your time at Taverners, if your child was about to start Kindergarten next year how likely would be to choose Taverners Hill?**

- The 10 survey respondents indicated that they were **very likely** to choose Taverners Hill Infants School.



Planting in our vegetable gardens

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Aboriginal Education - School statement

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Taverners Hill works closely with our Aboriginal and Torres Strait Islander families and seeks advice on school programs, appropriate literature and resources. In 2022 as part of the Stage One geography unit one of our Aboriginal parents was invited to speak to the students about "Country". The students and the teachers learnt a lot from the presentation.

When purchasing new books for our library we always include a substantial amount of books written by Aboriginal authors. We celebrated Reconciliation and NAIDOC week with class lessons across the school.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

## Multicultural and anti-racism education - School Statement

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We promote an inclusive environment throughout our school. We teach our students to value all the members of our school community, to embrace our differences and value what each individual family brings to our school.

One staff member acts as the Anti Racist Contact Officer (ARCO). The school community is informed each year as to the role of the ARCO at our school. The ARCO facilitates complaints handling and promotes anti racism education. Visible signage is displayed on our school noticeboards.

We annually celebrate Harmony Week. On Harmony Day we change our blue uniform to orange; the colour of Harmony Week. Each class teacher plans lessons during the week to celebrate the diversity of our school and local community.

Our term geography and history units teach our students about the world around them. Learning the customs and cultures of their classmates and teachers, celebrating the diversity of our school. Multicultural art, music, songs and literature are integrated into our school programs.



School musical - Welcome to our World